CHAPTER-ONE
INTRODUCTION

1.1   General Background

Language is primarily a means of communication. It is a way of expressing ideas and feelings using symbols and sounds. It is defined as "the system of human communication which consists of the structured arrangement of sounds (or their written representation) into large units, e.g. morphemes, words, sentences, utterances" (Richard, et al. 1999: 196).

Language is at the heart of education not only because it is the principal means of communication between teachers and students, but also for at least two other reasons. One is that language is a vital means by which we represent our own thoughts to ourselves. The Russian Psychologist Vygotsky (1979) described language as a psychological tool, something each of us uses to make sense of experience. The second reason is that language is also our cultural tool. It is mainly through the medium of spoken and written language that successive generation of a society benefits from the experience of their forebears and it is also through the language that each new generation shares, disputes, resolves and refines its own experience. Every human being acquires his/her first language without being explicitly taught. All the children of the world acquire their language at the same age and by the age of four or five they become linguistically adult.

No language is superior or inferior in terms of communicating ideas. However, some languages play a dominant role in the society. In this regard, English is considered to be a gateway to the world body of knowledge. It is important for the acceleration of technical development of the country. Furthermore, it is used as a lingua franca in many countries. As such, it occupies a significant role world-wide no matter whether it is used as a second or foreign language.

Language is used in terms of different skills. A skill means to do something well and expertly. Learning a language means learning the four skills viz. listening, speaking, reading and writing. For students learning to write, the ability to write readable text requires a broadened view and an ability to shift from the perspective of the writer to that of reader. Readability has the interaction between writers and readers as its central concern as well. To make any written text readable and comprehensive cohesion plays an important role.

1.2 Reading Skill

Reading is one of the receptive skills. It is a way of grasping information from a text through graphic symbols. It is very important in second language learning since the people who don't have chances to meet native speakers of the language can learn the language through reading books or texts written in that language.

Reading serves as a foundation for all learning. It is the basis of every academic subjects. The learners need to improve their

reading skills to study course materials, read things for pleasure and general information and gain access to the world body of knowledge. To get the meaning from the text i.e. to have the good comprehension of the reading text to the students the text should be well organized. The text should be readable. To make the text readable cohesion plays a central role. The students who have sound knowledge to make the text readable are supposed to have good reading comprehension. Cohesion is certainly important to establish a linkage between reader and writer in a readable text. Cohesion pertains to specific relationships among and across elements in the text, and strong empirical evidence suggests that it contributes directly to readability.

1.3 Cohesion

Cohesion is essential for effective reading comprehension of a written text. Cohesion refers to the "relations of meaning that exist within the text and that define it is as a text" (Halliday and Hasan 1976: 4). Cohesion connects a string of sentences to form a text rather than a series of unrelated statements. When some successive sentences constitute a text, these sentences are connected with each other in terms of meaning. The connection is grasped as "cohesion" by Halliday and Hasan (1976). So, cohesion is a property of any successful text. It also exists in spoken language. Writers or speakers relate their texts or utterances to previous ones through the use of cohesive relations; a cohesive tie is established cohesive ties enter into cohesive chains, which run throughout a text, revealing how different parts of a text are related

to each other. Richard et. al (1999: 62) defines cohesion as the grammatical and/or lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence. Asher (1994) takes cohesion as the various linguistic means (grammatical, lexical, phonological) by which sentences 'stick together', are linked into larger units for paragraphs or stanza or chapters. According to Advanced learner's Dictionary (2000) "cohesion is the act to sticking together." Cohesion is the act of formal semantic and stylistic feature or tie that makes a piece of text well formed and communicative, and that connects each element to make a text coherent and communicative enough. We analyze cohesion in a piece of text. According to Halliday and Hasan (1976: 293) "- - - text is not just a string of sentence, it is not simply a large grammatical unit, something of the same kind as sentences but differing from it in size a sort of super sentences. A text is best thought of not as a grammatical unit at all, but rather as a unit of a different kind: a semantic unit."

Cohesion is defined as the set of possibilities that exist in the language for making it hang together. It refers to the range of possibilities that exist for linking something with what has gone before. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. A small number of distinct categories conjunction, reference, substitution, ellipsis, lexical cohesion and parallelism provide practical means for describing and analyzing texts. Each of these categories is

represented in a text by particular features such as repetitions, omission and occurrences of certain words and constructions which have in common the property of signaling that the interpretation of the passage is cohesive.

A text stands as a text by means of cohesion. Due to lack of cohesion, some successive sentences would be parted from each other and would not form a text Yule (1997:85) defines cohesion as "the ties and connection which exist within text." Chapman (1983:23) defines it as "a major factor in the readability and thereby comprehension of text." Cohesion is a part of the system of a language. The actualization of cohesion in any given instance depends not merely as the selection of some points from within the resource like: reference, ellipsis etc., but also on the presence of other elements. For example, the selection of the word 'Mango' has no cohesive force by itself, a cohesive relation is set up only if the same word or words related to it such as 'fruit' has occurred previously. Widdowson (1980) defines cohesion in terms of the distinction that is made between the illocutionary acts and propositions. In his view, proposition acts when linked together form a 'text' where as illocutionary acts, when related to each other, create different kinds of discourse. According to crystal (1980) cohesion is a term often used in grammar to refer to a defining property of the words, seen as a grammatical unit; also called cohesiveness and a term used in linguistics to refers to the property of larger units than the morphemes to bind together in construction, eg. Article + Noun. In this use, any group of words

which acts as a constituent of a larger unit can be said to be internally cohesive.

Any piece of language that is operational, functioning as a unity in some context of situations, constitutes a text. A text may be spoken or written, prose or verse, dialogue or monologue. It may be of any length. It may be anything from a single proverb to a whole play, a momentary cry for help to an all day discussion as a committee, warning, advertising slogan, announcements titles etc. are the examples of text (Halliday and Hasan, 1976). Cook (1989:156) defines text as " a stretch of language interpreted formally, without context." It means a text is a series of language which does not require any boundary of context to interpret.

Cohesion in English presents a detailed system for analyzing cohesive relationships within a text. The unit of analysis for cohesion is the cohesive tie. Cohesive ties may occur within a single sentence, but also occur across a sentence. Cohesive ties among sentences are those which contribute most strongly to creating a unified text.

The property of being a text is called 'texture.' A text has texture and that is what distinguishes it from something that is not text. It derives this texture from the fact that it functions as a unity with respect to its environment. Texture is realized in existing relation between parts of a text. Let us look at an example;-

Wash and core six cooking apples put them into a fireproof dish.

In this example 'them' in the second sentence refers to 'six cooking apples.' There is a relation between those two phrases that make the two sentences become a text because they hang together as one unit. This relation is a cohesive relation and the pair of related items is a cohesive tie.

Cohesion is a formal link that marks various types of inter-clause and inter-sentence relationship within the text of discourse. It is through these cohesive devices that discourse becomes coherent and meaningful. They are the building blocks for coherence. In fact, these are the words and phrases which enable the speakers/readers or writers to establish relationship across sentence boundaries and help in linking the sentences in a text together. cohesion consists of certain linguistic devices including pronominal and conjunction which help in producing a sequence of sentences, all linked together. It also helps us in establishing relationship between entities and events quite explicitly.

1.3.1. Levels of Cohesion;-

Cohesive devices can be observed functioning at two levels:

i. Intra-sentential cohesion: Intra-sentential cohesion is the study of cohesive devices functioning within or inside the sentence at the sentential level. It is termed as sentential cohesion as it is studied within sentence boundary.

ii. Inter-sentential cohesion: Inter-sentential cohesion is the study of linking words between sentences resulting into coherence/connectively between them. It is also called

textual cohesion and studied beyond the sentence boundary, stretching to string to sentences and paragraphs.

1.3.2 Types of Cohesion

Cohesion is expressed partly through the grammar and partly through the vocabulary. Thus, cohesion can be of two types: grammatical and lexical (Halliday and Hasan, 1976: 6). However, Asher (1994) talks about three types of cohesion viz. lexical cohesion, grammatical cohesion and phonological cohesion. In this research, the researcher talks about the types developed by Halliday & Hasan (1976).

i. Grammatical Cohesion:- There are different approaches to the linguistic analysis of the grammatical units, like sentences, clauses, phrases, words and morphemes. The semantic aspect of the text is unfolded by the study of these units. In grammatical cohesion we deal with the relationship between the different parts of a unit, moreover, we show similarities and dissimilarities, parallelism and contrast at the different levels of syntactic structure and the patterns created by them.

ii. Lexical Cohesion: Lexical cohesion refers to the semantic relationship between two words of a text. It refers to the coherence of a text formed by the use of repetition. synonyms, antonyms, superordinates/hyponyms, related words and or text structuring words. In order to complete the picture of cohesive relations it is necessary to take into

account lexical cohesion. Very simply, lexical cohesion is the cohesive effect achieved by the selection of vocabulary (Halliay & Hasan, 1976).

1.3.3 Devices of Cohesion

By cohesive devices we refer to the words and phrases establishing relationship between clauses and sentences of a text. The present research has highlighted the three types of cohesive devices developed by Halliday and Hasan (1976). They are reference, conjunction and lexical cohesion. However, the researcher has talked about substitution and ellipsis in this section.

ﺟ **Reference**

Every language consists of linguistic items which have the property of reference, one of the most significant cohesive ties among the elements in a text. Reference is not a replacement of some linguistic elements by a counter or by a blank as are substitution and ellipsis, it is a semantic relation expressed by grammatical means. Instead of being interpreted semantically in their own right, they make reference to something else for their interpretation (Halliday & Hasan, 1976:31). Refering to the other elements in a spoken or written context can only discover the meaning of referential expression for example:-

There were two wrens upon a tree.

Another came, and there were three.

In these two sentences another in the second one refers back to 'wrens' of the first one.

Reference is a semantic relation so what must match are the semantic properties. But these need not necessarily have been encoded in the text; they may be retrievable from the situation, as in

> For he's a jolly good fellow
> And so say all of us.

Here, the text does not make it explicit who he is, although his identity is not in doubt to those who are present.

Reference to the situation is the prior form of reference, and that reference to another item within the text is a secondary or derived form of this relation. It is certainly possible that, in the evaluation of language, situational reference preceded text reference. Situational reference referring to a thing as identified in the context of situation and textual reference referring to a thing as identified in the surrounding text. Halliday and Hasan (1976:33) give special term for situational and textual reference. The former is named as exophora or exophoric reference and the later one is named as endophoric reference. This can be shown in the following chart:

Reference

[Situational]

Exophora

[Textual]

Endophora

[to preceding text]

Anaphora

[to following text]
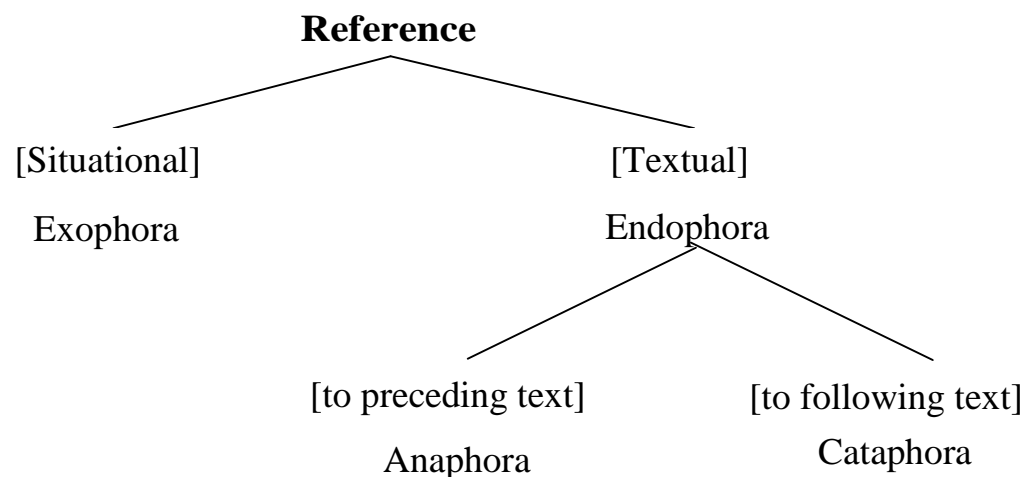
Cataphora

(Source: Halliday and Hasan, 1976: 33).

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As a general rule, therefore, reference items may be exophoric or endophoric; and if endophoric, they may be anaphoric or cataphoric.

Exophora is not simply a synonym for referential meaning. An exophoric item, however, is one which does not name anything, it signals that reference must be made to the context of situation. McCarthy (1991) defines exophora as references to assumed, shared world outside of the text. Because they are not an text-internal, they are not truly cohesive, but because they are an equally important part of the reader/listener's active role in creating coherence, which contribute to 'textuality; i.e. the feeling that something is a text and not just a random collection of sentences. Exophoric reference contributes to the creation of text in that it links the language with the context of situation but it does not contribute to the 'integration' of one passage with another so that the two together form part of the 'same text'. Hence, it does not contribute directly to cohesion.

Endophoric reference contributes directly to cohesion. where their interpretation lies within a text, they are called endophoric relation and do form cohesive ties within the text. Endophoric relations or reference can be noticed in a text in the form of anaphoric and cataphoric uses of pronominal i.e. backward and forward references made through pronominal pointing to entities, events and demonstrations.

i)   Anaphoric Reference

Anaphoric reference points the reader or listener 'backwards' to previously mentioned entity, process or state of affairs, eg.

> Three blind mice, three blind mice
>
> see how they run! see how they run!

In these verses, 'they' refers back to the 'three blind mice'. Such a tie, between two elements can be regarded as anaphoric referential cohesion.

ii)   Cataphoric Reference

Cataphoric reference points the readers or listener 'forwards'. e.g.

> When I met her, Mary looked ill.

In this sentence the word 'her' refers forward to Mary. Such a relation between two elements can be regarded as cataphoric referential cohesion.

Halliday and Hasan (1976: 37) identified three types of referential cohesion: personal reference, demonstrative reference and comparative reference.

a)   Personal   Reference: Personal reference is reference by means of function in the speech situation, through the category of person. The three classes of personal pronouns (first, second and third person: I/we, you, they/he/she/ it respectively), possessive determiners (my, your, our, his, her, its, their, one's) and possessive

pronoun (mine, yours, ours, his, her, its, their) are included in the category of personals. These all referential items are cohesive if there is textual presupposition. The first person pronoun 'I' and the possessive determiner 'my' are cohesive in the following example;

> I was angry with my friend.
>
> I told my wrath, my wrath did end.

b)   Demonstrative Reference: Demonstrative reference is reference by means of location, on a scale of proximity. The adverbial demonstratives here, there, now and then and the nominal demonstratives this, these, that, those are textually cohesive if there is endophoric reference e.g.

> Break this heavy chain
>
> That does freeze my bones around.

The nominal demonstrative 'this' is cohesive in the first line and 'that' is cohesive by its relation with the demonstrative 'this'.

The following table shows the system of demonstrative reference.

	Near:	Far:
Singular	this	that
	these	those
Plural	here	there
	now	then
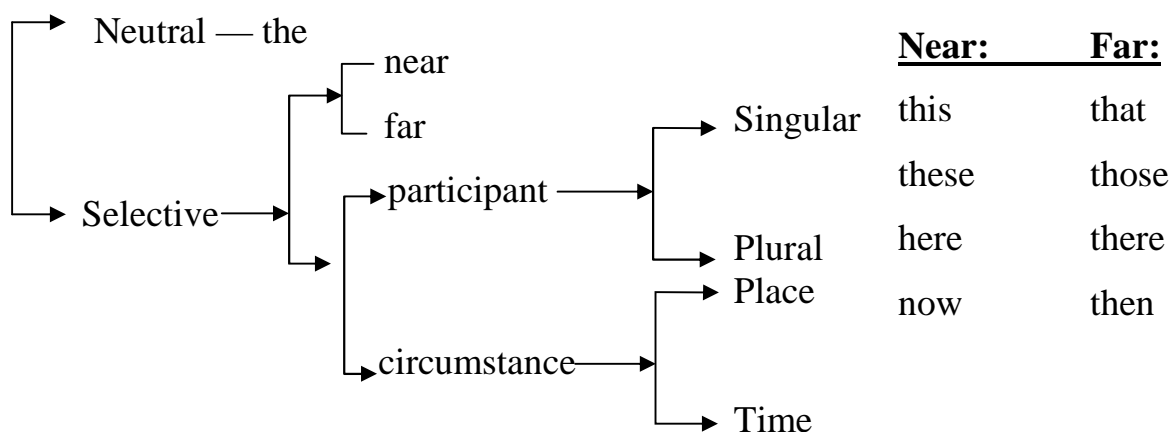
(Halliday and Hasan, 1976: 587)

c) **Comparative Reference:** "Comparative reference is indirect reference by means of identity or similarity" (Halliday and Hasan, 1976:37). Similarly, Nunan (1993: 24) defines, comparative reference as the one expressed through adjectives and adverbs and to compare items within a text in terms of identity of or similarity." When the degree of entities is expressed then there's the use for comparative reference e.g.

It's the same cat as the one we say yesterday.

The following table (by Halliday and Hasan 1976:76) shows the system of comparative reference.
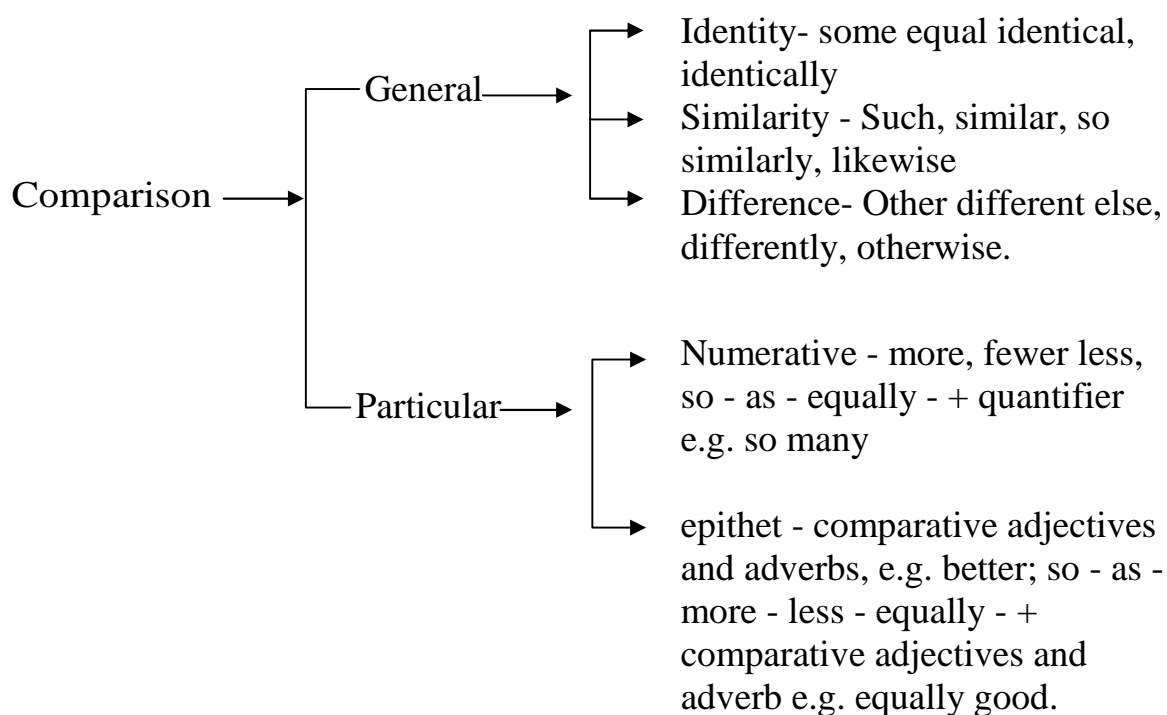
) **Substitution**

It is a relation in wording rather than in meaning. It is a replacement of one item to another. The substitute may function as a noun as a verb or as a clause. Halliday & Hasan (1976) define

substitution ". . . as the replacement of one item by another." So substitution is a relation on the lexio-grammatical level, the level of grammar and vocabulary, or linguistic 'form'.

Substitution is a relation within the text. A substitute is a sort of counter which is used in place of the repetition of a particular item. For example:

You think Joan already knows? -I think everybody does.

In the above example 'does' and 'knows' both are head in the verbal group. The word 'does' is a 'substitute' that substitutes for 'knows'.

Types of Substitution:

Substitution is a grammatical relation. The relation is in the wording rather than in the meaning. The different types of substitution are defined grammatically rather than semantically (Halliday & Hasan, 1976:90). In English, the substitute may function as a noun, as a verb or as a clause. So, there are three types of substitution: nominal, verbal and clausal.

i) **Nominal Substitution:** The nominal substitution includes one, ones and same. The substitute one/ones presupposes some nouns that is to function as 'Head' in the nominal group. The noun to fill this slot will be found in the preceding text, eg.

I've heard some strange stories in my time. But this one perhaps the strangest one of all.

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Here, one is the nominal substitute of 'stories'

ii) Verbal Substitution: The verbal substitute in English is do. If the verbal do comes as a verbal substitute, it is cohesive. But the use of do in the case of lexical verb, pro-verb, general verb and auxiliary verb can not fulfill the cohesive relation. For example:

1) He must do his homework he does (Here do is a lexical cohesion rather than a verbal substitute)

2) They did a dance. (general verb)

3) I told something to feed the cow. Has it been done? (pro-verb)

4) Does he sing? he does not sing. (auxiliary verb)

   The substitute 'do' in almost always anaphoric. For example:

   Hari is writing more now than Sita is doing.

iii) Clausal Substitution: In clausal substitution, what is presupposed is not an element within the clause but an entire clause. The words use as substitution are usually 'so' and 'not'. There is not substitution for interrogative and imperative. There are cohesive if they occur as clausal substitution. For example:

a) A: Is she going to eat meat ?
   B: I hope so

b) A: Have they gone home?
   B: I hope not.

Here, 'going to eat meat' is substituted by 'so' in the first example and 'gone home' is substituted by 'not' in the second one.

〕 **Ellipsis**

Ellipsis, another significant cohesive relation like substitution and reference, is the omission of elements or ellipsis is simply 'substitution by zero or something left unsaid' (Halliday and Hasan, 1976:142). Ellipsis is a form of substitution where the original item is replaced by null or zero item.

e.g.   A: Are you fine ?
       B: Yes, I'm.

Ellipsis are of three types: Nominal, verbal and clausal.

(i)   Nominal Ellipsis: By nominal ellipsis we mean ellipsis within the nominal group. An elliptical nominal group is cohesive because it points anaphorically to another normal group which is presupposed by it. For example:

I think I'll buy a small cow. Mine eats too much.

(ii)   Verbal Ellipsis: By verbal ellipsis we mean ellipsis within the verbal group. e.g.

A: What have you been doing ?
B: Swimming

(iii)   Clausal Ellipsis: In the clausal ellipsis, a whole clause is affected. e.g.

A: Has Hari done his homework ?

B: Yes, he has.

ﺝ Conjunction

Conjunction is an important device or a tie among the stretches of language which draws the special attention in written/spoken text. With conjunction we move into different types of semantic relation. Conjunction is not simply an anaphoric relation. Conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meaning. However, it is a cohesive device because it signals relationships that can be fully understood through reference to other parts of a text. According to Van Dijk, (1982: 52), "Relation between propositions or facts that are typically expressed by a set of expressions from various syntactic categories which will here be called connectives." For example :

Harry flunked his exam because he did not work hard enough.

Here 'because' connects two sentences.

From functional point of view, Halliday and Hasan (1976) identified four types of conjunction:

Additive

Adversative

Casual

Temporal

(i) Additive: Additive conjunction works as an additional information to what has been said before. e.g.

'I said you looked like an egg, sir,' Alice gently explained. 'And some eggs are very pretty, you know; she added - - -

Here, 'and' links the series of statements. Similarly, other additive conjunctions are: nor, and - - - not, or, or else, furthermore, in addition, besides, alternatively, incidentally, by the way, that is, I mean, in other words, for instance, likewise, similarly, in the same way, on the other hand, by contrast, etc.

(ii) Adversative: The basic meaning of the 'adversative relation' is 'contrary to expectation'. Adversative conjunction works as a contrastive information by moderating or qualifying the information given in the previous sentence. e.g.

I like chatting when I am in a bar. However, I hate it when one starts chatting while I am at my studies.

Some other adversative conjunctions are: yet, though, only, but, however, nevertheless, despite, this in fact, but, instead, on the contrary, etc.

(iii) Casual: Casual conjunction establishes cause and effect relationship in the body of a text. The simple form of causal relation is expressed by so, thus, hence, therefore, consequently, accordingly and a number of expressions like as a result (of that), in consequence (of that), because of that, etc.

An example is cited from Mishra (2005).

Dr. Sharma is an experienced physician. So, he is fit for this post.

(iv) Temporal: Temporal conjunctions are those that establish temporal relationship between events interms of the timing of their occurence. This temporal relation is expressed in its simplest form by then. e.g.

Mrs. Pradhan passed her M.d. first, then she joined a college.

Some other temporal conjunctions are:- finally, in conclusion, at last, next, after that, to sum up, soon, after a time, etc.

) Lexical Cohesion

Lexical cohesion refers to the semantic relationship between two words of a text. It means the words are related in terms of their meaning. Lexical cohesion is the cohesive effect achieved by the selection of vocabulary items rather than of structures/patterns. "Lexical cohesion refers to the coherence of a text formed by the use of repetition, synonyms, antonyms, related words" (Salkie, 1995: 28). Leech (1974) thinks lexical cohesion as the repetition of lexical items and the connection between items which have common semantic features. Halliday and Hasan (1976) have identified two major types of lexical cohesion:

(i) Reiteration
(ii) Collocation

(i) Reiteration

Reiteration is the repetition of a lexical item, or the occurrence of a synonym of some kind. "Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between the use of a synonym, near-synonym or superordinate" (Halliday and Hasan, 1976: 278). The reiterated lexical item is accompanied by a reference item 'the' in most cases. For example:

There is a boy in a room

a)   The <u>boy</u> is reading (repetition)

b)   The <u>lad</u> is reading (synonym)

c)   The <u>child</u> is reading (superordinate)

d)   The <u>idiot</u> is reading (general word)

The underlined words refer back to the previously mentioned entity.

(ii)   Collocation

Collocation is a form of lexical cohesion which is achieved through the association of lexical items that regularly co-occur. There is always the possibility of cohesion between any pair of lexical items which are in some way associated with each other in the text. All lexical cohesions are not concerned by reiteration so – that we treat it under collocation or collocational cohesion. We can, therefore, extend the basis of the lexical relationship that

features as a cohesive force and say that "there is cohesion between any pair of lexical items that stand to each other in some recognizable lexical -semantic (word meaning) relations" (Halliday and Hasan, 1976). A word, whether it is synonym or not, tends to occur in the same lexical environment, coheres with another word and contributes to the texture. This would include not only the repetition, synonym, superordinate, general word but also pair of opposites of various kinds drawn from the same ordered series. But it should be born in mind that this is simply a cover term for the cohesion that results from the co-occurrence of lexical items that are in some way or other typically associated with one another because they "tend to occur in similar environments. . ." (Halliday and Hasan,1976: 285).

The items will have the systematic relation of meaning such as:

Various Kinds of Oppositeness of Meaning: boy/girl, love/hate

Association between pairs of words from same orders series: Tuesday/Thursday, August/December, dollar/cent.

Association between pairs of words from unordered lexical sets:

Part-whole relation: Car/break, body/arm, bicycle/wheel, hospital/emergency room.

Part-part relations: mouth/chin, verse/chorus

Co-hyponymy: red/green (colors), chair/table (furniture)

Association based on a history of co-occurrence (Collocation proper): Rain, pouring, torrential, wet, comb, wave etc.

1.4   Cohesion and Reading Comprehension: Nepalese Context

After having undergone a long time English language learning at school levels, students have a very low performance in reading. When they come to college, teachers have to explain the texts to them. These students understand the meaning of individual words and sentences but cannot see the unified meaning of the whole text. Several factors for impairing students' reading, lacking awareness of functions of cohesive devices is an important one because cohesion is a major factor in the readability thereby comprehension of the text. This deficient language ability of the school level student has been timely felt at the educational policy making level in Nepal which manifested in the new curriculum for the schools implemented in 1999 which includes the following as one of the specific objectives of teaching reading at grades 9 and 10.

R6:   The students should be able to recognize the structure and organization of paragraphs and long texts through developing an awareness of cohesive devices (Secondary Curriculum, CDC: 1999).

This objective clearly demands that the students need to develop a good awareness of what cohesive devices are and how they function in the text so that they can analyze these structures. To realize why understanding the meaning in the text as a cohesive

whole is central to comprehension, we should have clear understanding of how a text is structured.

A text is not simply a conglomeration of sentences but a unified whole. As we read text, we realize that the sentences do not stand on their own and do not sound sense unless they are related to sentences surrounding them. There are referential elements which give text unity. Halliday and Hasan (1976) describe this unity in the text as text derived from cohesion created by those referential elements. So, to see it as a whole understanding of its meaning, the reader of a text needs to be able to realize the cohesion which shows the link between sentences which are otherwise structurally independent of each other. In other words, the reader needs to explore the cohesion which is the form of linguistic realization of semantic and pragmatic relations between clauses and sentences of a text.

In this context, the job of a language teacher is to raise awareness in learners on the function of cohesiveness in the text through various activities for developing reading skills. The activities to follow the intended to raise awareness in the teachers' teaching awareness of cohesion which they will be able to impart to their students who, in turn, will be able to effectively apply in reading.

1.5   The Cloze Test as a Research Tool

Depending upon the purpose of testing and the nature of language skills to be tested, testing devices fall under several

classifications. For example, listening and speaking can best be tested through oral test whereas comprehension, grammatical proficiency, vocabulary etc. are effectively tested through objective tests. Similarly, composition skill can best be tested through the subjective test.

In recent times, a new, more comprehensive and integrative language test has been developed which is known as cloze test. The cloze-test technique was invented by Wilson Tylor in 1950. The principle of cloze testing is based on the Gestalt theory of 'closure' that is, closing the gaps in patterns sub-consciously. This theory holds that the human mind tends to see things in their entirety. This tendency leads the mind to fill any gaps in a pattern and see it as a whole. According to this theory a person can do this only when he understands the passage being read and has acquired the structural pattern in it.

The cloze test procedure is basically a technique of deleting a word in a passage after every certain number of words, the nth words are deleted. The students are asked to supply the nth appropriate word syntactically, semantically and socio-culturally. The test used for the cloze test should be long enough to allow a reasonable number of deletions - ideally 40 to 50 blanks. Cloze tests are easy to prepare and quick to score and still have a high degree of objectivity. They are therefore highly recommended for ESL/EFL reading classes. Mainly two types of scoring procedures are used:

(a) Exact word method

(b) Acceptable/contextual word method

In this study, the researcher has used acceptable/contextual word method.

1.6   Literature Review

Cohesion is a broad term in spoken/written discourse. Cohesion presents a detailed system for analyzing cohesive relationship within a text. According to Halliday and Hasan (1976), the function of cohesion is to relate one part of a text to another part of the same text. Consequently, it tends continuity to the text. By providing this kind of text continuity, cohesion enables the reader or listener to supply all the components of the picture to its interpretation. A number of researches have been carried out in the world on the various issues and topics of cohesion.

Masatosi Sugiuras (1984) conducted a research entitled "on the text forming connectives in English." He found that various adverbials, which can function as connectives and play an important role in text forming, are not the only expressions, which comprise the category of connectives.

Very few researches have been carried out on cohesion in reading.

Irwin (1986) carried out a research on cohesion in reading comprehension. His study shows how matured readers make use of cohesion in text and it shows that increasing the number of cohesive ties can improve readers' comprehension.

Chapman (1987) carried out a research on cohesion in reading. He involved fifteen hundred children between the age of eight and fifteen and demonstrated that readers show growth in their ability to perceive cohesion in text and to use it to support comprehension as they get older. His conclusion is that readers develop an awareness of cohesion over time and make major use of it to get meaning from print.

In Nepal, no research has been carried out on cohesion in reading, however, very few researches have been carried out on cohesion in writing. Sharma (2003) carried out a research on cohesion in written discourse of B.Ed. students and found that the students perform more exactly and appropriately in a given context than a free context.

Paudel (2005) studied cohesion in English writing of B.Ed. first year students and found that B.Ed. students are better in receptive ability than productive ability to establish cohesion in writing.

The present study differs from the previous studies in terms of objectives, tools, sampling procedures and the way of analysis. The researcher highlights the cohesive devices: reference. conjunction and lexical cohesion. Furthermore, it is a study on cohesion in reading comprehension.

1.7   Objectives of the Study

The objectives of this research were as follows:

a)   To find out the ability of the 10th grade students to establish cohesion in reading on the basis of the following variables:

    (i)   Comparison as a whole.
    (ii)   Cohesive ties format test and fixed ratio format test.
    (iii)   Comparison school wise.

b)   To suggest some pedagogical implications based on the findings of the study.

1.8   Significance of the Study

This study tried to find out the ability to establish cohesion in reading of the 10th graders. The study will be beneficial to the students, teachers, syllabus designers, and textbook writers because they can know what the cohesion is and its importance. They can know the actual ability of the students to establish cohesion in reading and they can design and supplement the course, materials and activities to arise awareness on cohesion accordingly. More particularly, the study will prove worth to those who are interested in conducting research in cohesion in reading.

1.9   Definition of Terms

Cohesion: This term refers to a formal, semantic and stylistic feature or tie that makes a piece of text formed and communicative, and that connects each element to make text coherent and communicative enough.

Lexical Cohesion: This term refers to the role played by the selection of vocabulary in organizing relation within a text.

Reference: This term refers to the most significant cohesive ties among the elements in the text, which shows the previously mentioned or coming items.

Anaphora: This term refers to process where a word or phrase refers back to another word or phrase which was used earlier in a text or conversation.

Cataphora: The use of a word or phrase which refers forward to another word or phrase which will be used later in the text or conversation.

Substitution: This term refers to the placement of one item by another.

Ellipsis: The term refers to the substitution by zero items or something left unsaid.

Conjunction: This term refers the formal markers to relate sentences, clauses and paragraphs to each other.

Cloze Test: Cloze test refers to the test in which we have to put suitable words in spaces in a text where, words have been left out cohesive ties format: a test in which cohesive ties are identified and one member of each pair of cohesive ties is deleted.

Fixed ratio format: A test in which words as deleted in fixed ratio, i.e. every nth word is deleted.

Government aided schools: Those schools which are getting financial support from the government.

Cohesive ties format: A test in which cohesive ties are identified and one member of each pair of cohesive ties was deleted.

CHAPTER-TWO
METHODOLOGY

The researcher adopted the following strategies to fulfill the objectives of this research.

2.1   Sources of Data

The study is based on both primary and secondary sources of data.

2.1.1 Primary Sources of Data

This study is based entirely on the primary data, i.e. the responses made by the students of 10th grade to the test administered to them.

2.1.2 Secondary Sources of Data

Apart from the primary sources of data, some secondary sources were utilized. Different books, related to previous theses at the department of English Education and other supportive materials were used. The researcher mainly consulted the following secondary sources.

Aarts and Aarts (1986), Asher (1994), Bhattarai (2001), Brown and Yule (1983), Dijk (1977). Halliday and Hasan (1976), Harning (1976), Kumar (1996), McCarthy (1991), Mishra (2005), NELTA, Journal Vol. 7 No. 1 and 2, Paudel (2005), Richards (1999), Sharma (2003).

Apart from these, the researcher collected information from the different websites as for example google search.

2.2 Population of the Study

The total population of the study consisted of the 10th graders of government aided schools.

2.3 Sampling Procedure

In this study, six secondary schools (government aided) of Kathmandu, Lalitpur and Bhaktapur districts; two from each district, were selected by using simple random sampling procedure. The selected schools for this study were:

1.	Darbar High School	Kathmandu
2.	Vaishnavi Secondary School	Kathmandu
3.	Namuna Machhindra Higher Secondary School	Lalitpur
4.	Patan Higher Secondary School	Lalitpur
5.	Ganesh Secondary School	Bhaktapur
6.	Kanya Secondary School	Bhaktapur

Only 180 students, 30 from each school were selected by using stratified random sampling procedure.

2.4 Tools for Data Collection

The tools used for data collection were cloze tests. Two types of cloze tests were designed by the researcher. The passages for cloze test were chosen from reading stories of the textbook of grade nine, i.e. the test was from seen passages. In the first version of cloze test, the researcher identified the cohesive ties according

to the taxonomy proposed by Halliday and Hasan (1976). The one member of each pair of cohesive ties was deleted. This test is named as cohesive ties format test.

The cohesive ties were mainly lexical, referential and conjunction. In the second version of the test every 4th word was deleted. This is named as fixed ratio format test. In both the types of tests, students were asked to supply the deleted words/phrases guessing meaning from the context. Students' responses were scored by using acceptable/contextual word method.

2.5   Process of Data Collection

After preparing the test item the researcher visited the district education offices of the selected districts to get the name list and location of the schools. After getting the names and locations of the government aided schools the researcher selected the required number of schools, by using simple random sampling procedure. After that the researcher personally visited the selected schools, made contact to the concerned authority and explained his purpose to the school authorities. He requested for the permission to conduct research there. When the researcher got the permission, he requested for the list of the subjects of his research, i.e., the students of the 10th grade. He sampled the required number of population by using stratified random sampling procedure.

The researcher explained the students the need and importance of cohesion and his objectives of conducting the test on them.

Then, he arranged the students in seats maintaining a considerable distance between the adjacent ones. He gave them necessary instruction and made the rubric clear to them on what to do and told them to do their best on their own.

After making sure that the students paid attention to the test, the students were provided with the question papers.

The researcher himself played the role of invigilator during the test. The students were carefully watched and encouraged to supply the cohesive words appropriately in the test. All the students completed the test within the allotted time i.e. one hour and 30 minutes. At the end of the allotted time, all the answer sheets were collected.

The responses made by the students were checked and marks were assigned. The marks secured by the students were further analyzed using various devices (percentage and mean) to obtain the objectives of the research.

2.6 Limitations of the Study

Due to the constraints of time and resources, the study was confined to the following limitations:

❖ The population of the study was limited to the 10th grade students.

❖ Only 180 students from six secondary schools were included as the respondents of the study.

❖ The study was limited to the secondary schools (government aided) of Kathmandu, Lalitipur and Bhaktapur districts.

❖ The study focused only on cohesion in reading.

❖ Cohesive devices such as lexical cohesions, references and conjunctions were focused.

❖ Only seen passages were used for the research.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the 10th graders of six different schools of three districts. Based on the data collected from the students, this chapter concentrates on the students' ability to establish cohesion in reading. Along with the findings of the ability to establish cohesion of these students, this chapter compares their ability from different angles. The marks obtained by the students are statistically grouped and analyzed. The average marks and percentage of the marks secured by the students of each school are observed.

3.1   Cohesion in Reading on the Cohesive Ties Format Test

Test with cohesive ties format was designed to find out the students' knowledge of cohesive ties in reading

Table 1 : The Ability of the Students to Establish Cohesion in Reading on the Cohesive Ties Format Test

No. of the students	Full mark	Lexical cohesion (28)	Reference (12)	Conju nction (10)	Total (50)	Exact key words	Accep table words
180	Average	19.04	8.22	6.7	34.005	33.03	0.97
	Percentage (%)	68.01	68.56	67	68.01	66.06	1.94

The above table shows the ability of the 10th grade students to establish cohesion in reading. They secured 34.005 marks, i.e. 68.01 percentage of the marks in the test. Thus, their overall ability

to establish cohesion in reading on cohesive ties format was found to be 68.01%.

The students secured 19.04 marks out of 28 full marks, i.e. 68.1 percentage in lexical cohesion. Likewise, they secured 8.22 makes, i.e. 68.56 percentage in reference and 6.7 marks, i.e. 67 percentage in conjunction.

In the cohesive ties format, students secured 33.03 marks, i.e. 66.06% by supplying exact words/phrases of the key and they secured 0.97 marks, i.e. 1.94% by supplying acceptable words/phrases.

The analysis of the marks secured by the students shows that the students' understanding was more proficient to supply exact key words/phrases than acceptable words or phrases while establishing cohesion in reading. This also shows that students were more proficient on referential cohesion than lexical cohesion and conjunction.

3.2 Cohesion in Reading on the Fixed Ratio Format Test

The fixed ratio format test was designed to find out the students' knowledge to establish the relationship among words/phrases in reading.

Table 2: The Ability of the Students to Establish Cohesion in Reading on Fixed Ratio Format Test

No. of the students	Full mark	Exact Key words	Acceptable words	Total (50)
180	Average	24.48	1.42	25.90
	Percentage (%)	48.96	2.84	51.81

Table 2 displays the ability of the students to establish cohesion in reading on fixed ratio format test. They secured 25.90 marks, i.e. 51.81 percentage. They secured 24.48 marks i.e. 48.96 percentage marks by supplying exact key words and 1.42 marks, i.e. 2.84 percent by supplying acceptable words. The analysis of the marks shows that students established cohesion in reading more by supplying exact key words than the acceptable words.

Table 1 and 2 show that the ability of the 10th grade students to establish cohesion in reading was found to be more on cohesive ties format than the fixed ratio format. The students secured 34.005 marks, i.e. 68.01% on cohesive ties format and they secured 25.90 marks, i.e. 51.81% on fixed ratio format test. This shows that if the students are taught the reading text by creating cohesive ties format, they will have more reading comprehension than they are taught with the fixed ratio format.

This analysis of the marks secured by the 10th graders in both cohesive ties format and fixed ratio format tests show the importance of cohesion in reading.

3.3 Shoolwise Comparison of the Ability of Students to Establish Cohesion on Cohesive Ties Format

The ability of the students interms of schools has been analyzed in this section regarding the case of maintaining cohesive devices in reading on cohesive ties format.

Table 3 : The Ability of the Students of Kathmandu District

S.N.	Names of Schools	No. of the students	F.M.	Lexical C. (28)	Reference (12)	Conjunction (10)	Total (50)	Exact words to the key	Acceptable words
1.	Darbar High School (DHS)	30	Average	12.7	6.7	4.2	23.63	22.23	1.4
			Percentage (%)	45.35	55.83	42.33	47.26	44.46	2.8
2.	Vaishnavi Secondary School (VSS)	30	Average	16.73	6.8	6.06	29.6	28.5	1.1
			Percentage (%)	59.76	56.66	60.66	59.9	57.0	2.2

The above table presents the abilities of the students of Kathmandu district to establish cohesion in reading. The students of Darbar High School (DHS) obtained 23.63 marks, i.e. 47.26%. They secured 12.7 marks, i.e. 45.35% on lexical cohesion. Similarly, they secured 6.7 marks, i.e. 55.88% on referential cohesion and 4.2 marks, i.e. 42.33% on conjunction. Thus, the ability of the students to establish cohesion in reading at Darbar High School's as a whole was found to be 47.26%. They secured 22.23 marks, i.e. 44.46% by supplying exact key words and 1.4 mark, i.e. 2.8% by supplying acceptable words. This shows that the students of Darbar High School secured more marks by supplying exact key words than the synonymous words.

The students of Vaishnavi Secondary School (VSS) obtained 29.6 marks, i.e. 59.9%. They secured 28.5 marks, i.e. 57% by supplying exact key words and 1.1 marks, i.e. 2.2% by supplying acceptable words. The students obtained 16.73 marks i.e. 59.76%

out of 28 full mark in lexical cohesion. Likewise, they obtained 6.8 marks, (i.e. 56.66%) out of 12 marks on referential cohesion and 6.06 marks, (60.66%) out of 10 marks in conjunction.

The analysis of the scores obtained by the students of Darbar High School (DHS) and Vaishnavi Secondary School (VSS) show that the students of Vaishnavi Secondary School (VSS) were found to be more proficient to establish cohesion in reading than the students of Darbar High School (DHS).

Table 4: The Ability of the Students of Lalitpur District

S.N.	Names of Schools	No. of the students	F.M.	Lexical C. (28)	Reference (12)	Conjunction (10)	Total (50)	Exact words to the key	Acceptable words
1.	Namuna Machhindra Higher Secondary School (NMHSS)	30	Average	22.03	10.13	8.3	40.46	40.46	-
			Percentage (%)	78.69	84.44	83	80.93	80.93	-
2.	Patan Higher Secondary School (PHSS)	30	Average	21.7	9.5	8	38.46	38.46	0.73
			Percentage (%)	77.5	79.16	80	76.93	76.93	1.46

This table presents the ability of the students of Lalitpur districts to establish cohesion on reading. The students of Namuna Machhindra Higher Secondary School (NMHSS) obtained 40.46 marks, i.e. 80.93%. They obtained 40.46 marks, i.e. 80.93% by supplying exact key words. They supplied no acceptable words. They secured 22.03 marks, i.e. 78.69% on lexical cohesion, 10.13 marks, i.e. 84.44% out of 12 full marks on reference and 8.3

marks, i.e. 83% out of 10 full marks on conjunctions. The students of Namuna Machhindra Higher Secondary School (NMHSS) were found to be more proficient to supply referential cohesion (84.44%) than the others schools' students.

The students of Patan Higher Secondary School obtained 39.2 marks, i.e. 78.4%. They obtained 38.46 marks, i.e. 76.93% by supplying exact key words and 0.73 marks, i.e. 1.46% by supplying acceptable words. The students secured 21.7 marks, i.e. 77.5% out of 28 full marks on lexical cohesion, 9.5 (79.16%) marks out of 12 on reference and 8 (80%) marks out of 10 on conjunctions. The analysis shows that the students of Patan Higher Secondary School were more proficient to supply conjunctions (80%) to establish cohesion in reading than the others.

In this analysis, it was found that the students of Namuna Machhindra Higher Secondary School (NMHSS) were more proficient to establish cohesion in reading than the students of Patan Higher Secondary School (PHSS). The students of NMHSS supplied no synonymous (acceptable) words where as the students of PHSS supplied 1.46% acceptable forms. This shows that the students of NMHSS were found more proficient to supply exact key word.

Table 5: The Ability of the Students of Bhaktapur District

S.N.	Names of the Schools	No. of the students	F.M.	Lexical C. (28)	Reference (12)	Conjunction (10)	Total (50)	Exact word to the key	Acceptable words
1.	Ganesh Secondary School (GSS)	30	Average	20.63	8.63	6.7	35.96	34.5	1.46
			Percentage (%)	73.69	71.94	67	71.93	69.0	2.93
2.	Kanya Secondary School (KSS)	30	Average	20.46	7.8	6.9	35.16	34.03	1.13
			Percentage (%)	73.09	65	69	70.33	68.06	2.26

This table presents the ability of the students to establish cohesion in reading. The students of Ganesh Secondary School (GSS) secured 35.96 marks, i.e. 71.93%. They obtained 20.63 (73.69%) marks out of 28 full marks on lexical cohesion, 8.63 (71.94%) marks on reference and 6.7 (67%) marks on conjunctions. They secured 34.5 (69.0%) marks by supplying exact key words and 1.46 (2.93%) marks by supplying acceptable words. The analysis shows that the students of Ganesh Secondary School were found more proficient to establish lexical cohesion in reading than the others.

The students of Kanya Secondary School (KSS) secured 35.16 (70.33%) marks. They secured 34.03 (68.06%) marks by supplying exact key words and 1.13 (2.26%) marks by supplying acceptable words. The students secured 20.46 (73.09%) marks on lexical cohesion, 7.8 (65%) marks on reference and 6.9 (69%) marks on conjunction. The analysis shows that the students were

found more proficient to establish lexical cohesion on reading than the others.

In this analysis, it was found that students of Ganesh Secondary School were found more proficient to establish lexical cohesion and referential cohesion in reading than the students of Kanya Secondary School. The students of Kanya Secondary School were found more proficient to establish conjunction in reading than the students of Ganesh Secondary School.

Table 6: The Ability of the Students of Establish Cohesion in Reading on Cohesive Ties Format of all the Schools

S.N.	Names of the Schools	No. of the students	Lexical cohesion (28)	Reference (12)	Conjunction (10)	Total (50)	Exact word to the key	Acceptable words	FM
1.	D.H.S.	30	12.7	6.7	4.2	23.63	22.23	1.4	Average
			45.35	55.83	42.33	47.26	44.46	2.8	Percentage (%)
2.	V.S.S.	30	16.73	6.8	6.06	29.6	28.5	1.1	Average
			59.76	56.66	60.66	59.9	57	2.2	Percentage(%)
3.	N.H.S.S.	30	22.03	10.13	8.3	40.46	40.46	-	Average
			78.69	84.44	83	80.93	80.93	-	Percentage(%)
4.	P.H.S.S.	30	21.7	9.5	8	39.2	38.46	0.73	Average
			77.5	79.16	80	78.4	76.93	1.46	Percentage(%)
5.	G.S.S.	30	20.63	8.63	6.7	35.96	34.5	1.46	Average
			73.69	71.94	67	71.93	69.0	2.93	Percentage(%)
6.	K.S.S.	30	20.46	7.8	6.9	35.16	34.03	1.13	Average
			73.09	65	69	70.33	68.06	2.26	Percentage(%)
7.	As a whole	180	19.04	8.22	6.7	34.05	33.03	0.97	Average
			68.01	68.56	67	68.01	66.06	1.94	Percentage(%)

This table shows that the average score that the students obtained to establish cohesion in reading was 34.005 marks, i.e. 68.01% out of 50 full marks. The overall ability of the students to establish cohesion in reading was found to be 68.01%. The scores obtained by the students of Darbar High School and Vaishnavi Secondary School were below the average percentile score of the

whole students and the scores of the students of Namuna Machhindra Higher Secondary, Patan Higher Secondary School, Kanya Secondary School and Ganesh Secondary School were above the average percentile score.

The average score obtained by the students on lexical cohesion was 19.04 (68.01%) out of 12 full marks. The scores obtained by the students of Darbar School and Vaishnavi School were below the average percentile score and the scores of the students of other schools were above the average percentile score.

The average score obtained by the students on referential cohesion was 8.22 (68.56%) out of 12 full marks. The scores obtained by the students of Darbar High School and Vaishnavi Secondary School were below the average percentile score.

The average score obtained by the students on conjunction was 6.7 (67%) out of 10 full marks. The percentile scores obtained by the students of Darbar High School and Vaishnavi Secondary School were below the average percentile score of the whole students where as the percentile scores obtained by the students of Ganesh Secondary School were equal to the percentile average score and the percentile scores obtained by the students of NHSS,PHSS and KSS were above the average.

The average score obtained by the students to establish cohesion in reading by supplying exact key words was 33.03 (66.06%). The scores obtained by the students of DHS and VSS were below the percentile average score and the marks obtained by

the students of other schools were above the average score. The average score obtained by the students to establish cohesion in reading by supplying acceptable words was 0.97 (1.94%). The scores obtained by the students of PHSS was below the percentile average score- and the students of NMHSS supplied no other words except the exact key words.

The analysis shows that the students of NHSS, PHSS, GSS and KSS secured good marks and were supposed to have sound ability to establish cohesion in reading. These students showed their confidence to establish cohesion in reading on cohesive ties format. However, the students of DHS and VSS showed very poor performance to establish cohesion in reading. They were found below the line of percentile average score.

3.4 Schoolwise Comparison of the Students Ability to Establish Cohesion in Reading on Fixed Ratio Format Test

The ability of the students of the 10th grade to establish cohesion in Reading on fixed Ratio format has been analyzed in this section. The ability gained by the students in the test is explained and interpreted in detail.

Table 7: The Ability of the Students of Kathmandu District

S.N.	Name of the schools	No. of the students	Full Marks		Exact key words	Acceptable words	Total 50
1.	Darbar High School	30	Average		17.63	1.93	19.56
			Percentage (%)		35.26	3.86	39.13
2.	Vaishnavi Secondary School	30	Average		21.63	1.83	23.46
			Percentage (%)		43.26	3.66	46.93

The table shows that the students of Darbar High School obtained 19.56 marks, i.e. 39.13%. They obtained 17.63 (35.26%) marks by supplying exact key words and 1.93 (3.86%) marks by supplying acceptable words. The analysis of the marks shows that the students supplied more exact key words than synonymous acceptable words to establish cohesion in reading on fixed ratio format.

The students of Vaishnavi Secondary School obtained 23.46 (46.93%) marks. They obtained 21.63 (43.26%) marks by supplying exact key words. The analysis shows that the students of VSS were more proficient to supply exact key words to establish cohesion in reading on fixed ratio format.

The analysis of the scores obtained by the students shows that the students of VSS were more proficient to establish cohesion in reading than the students of DHS. The students of DHS were found to be more proficient to supply acceptable words than the students of VSS. The percentile scores obtained by the students of both the schools were below the percentile average score.

Table 8: The Ability of the Students of Lalitpur District

S.N.	Name of the schools	No. of SS.	Full Marks	Exact key words	Acceptable words	Total 50
1.	N.M.H.S.S.	30	Average	28.43	1.26	29.7
			Percentage (%)	56.86	2.53	59.4
2.	P.H.S.S.	30	Average	28.2	1.3	29.5
			Percentage (%)	56.4	2.6	59

The above table presents the following facts. The students of NMHSS secured 29.7 (59.4%) marks out of 50 full marks. They

obtained 28.43 (56.88%) marks by supplying exact key words and 1.26 (2.53%) by supplying acceptable words.

The students of PHSS secured 29.5 (59%) marks out of 50 full marks. They obtained 28.2 (56.4%) marks by supplying exact key words and 1.3 (2.6%) by supplying acceptable words on fixed ratio format to establish cohesion in reading.

The analysis of the scores obtained by the students shows that the students of NMHSS were more proficient to establish cohesion in reading on fixed ratio format than the students of PHSS. The percentile scores obtained by the students of both the schools were above the percentile average scores of the whole students.

Table 9: The Ability of the Students of Bhaktapur District

S.N.	Name of the schools	No. of the students	Full Marks		Exact key words	Acceptable words	Total 50
1.	G.S.S.	30	Average		24.76	1.06	50.83
			Percentage (%)		49.53	2.13	51.66
2.	K.S.S.	30	Average		26.23	1.13	27.36
			Percentage (%)		52.46	2.26	54.73

Table 9 shows that the students of GSS secured 25.83 (51.83%) marks out of 50 full marks on fixed ratio format to establish cohesion in reading. They secured 24.76 (49.53%) marks by supplying exact key words and 1.06 (2.13%) marks by supplying acceptable words.

The students of KSS secured 27.36 (54.73%) marks out of 50 full marks to establish cohesion in reading on fixed ratio format.

They obtained 26.23 (52.46%) marks by supplying exact key words and I.1 (2.26%) marks by supplying acceptable words.

The analysis of the marks obtained by the students shows that the student of KSS were more proficient to establish cohesion in reading on fixed ratio format than the students of G.S.S. The percentile scores obtained by the students of G.S.S. were below the percentile average score of the whole students and the percentile scores obtained by the students of KSS are above the percentile average score.

Table 10: The Ability of the Students of All Schools to Establish Cohesion in Reading on Fixed Ratio Format

S.N.	Name of the schools	No. of the students	Full Marks	Exact key words	Acceptable words	Total 50
1.	D.H.S.	30	Average	17.63	1.93	19.56
			Percentage (%)	35.26	3.86	39.13
2.	V.S.S.	30	Average	21.63	1.83	23.46
			Percentage (%)	43.26	3.66	46.93
3	N.M.H.S.S.	30	Average	28.43	1.26	29.7
			Percentage (%)	56.86	2.53	59.4
4	P.H.S.S.	30	Average	28.2	1.3	29.5
			Percentage (%)	56.4	2.6	59
5.	G.S.S.	30	Average	24.76	1.06	50.83
			Percentage (%)	49.53	2.13	51.66
6.	K.S.S.	30	Average	26.23	1.13	27.36
			Percentage (%)	52.46	2.26	54.73
7	As a whole	180	Average	24.48	1.42	25.90
			Percentage (%)	48.96	2.84	51.81

The above table presents the facts that the average scores obtained by the grade 10 students to establish cohesion in reading on fixed ratio format was 25.90 marks that is 51.81% out of full

marks 50. The overall ability of the 10th graders to establish cohesion in reading on fixed ratio format was found to be 51.81%. The percentile scores obtained by the students of DHS (39.13%), VSS (46.93%) and GSS (51.66%) were below the average percentile score of the whole students (51.81%) where as the percentile scores obtained by the students of NMHSS (59.4%), PHSS (59%) and KSS (54.73%) were above the average.

The analysis of the scores obtained by the students shows that the students of NMHSS showed the best performance to establish cohesion in reading both in cohesive ties format & fixed ratio format tests. The analysis shows that the students who performed better on the cohesive ties format, also performed better on fixed ratio format. The scores on the cohesive ties format were significantly higher than those on fixed ratio format test to establish cohesion in reading.

3.5   Overall Ability to Establish Cohesion in Reading

The ability of the students of the 10th grade to establish cohesion in reading on both the tests has been presented as a whole in this section.

Table 11: Overall Ability of the Students to Establish Cohesion in Reading

No. of SS.	Full Marks	Exact key words	Acceptable words	Total
					100
180	Average	57.51	2.39	59.91
	Percentage (%)	57.51	2.39	59.91

The above table shows the overall ability of the students to establish cohesion in reading. The students obtained 59.91 (59.91%) marks out of 100 full marks. They obtained 57.51

(57.51%) marks by supplying extract key words and 2.39 (2.39%) marks by supplying acceptable words or synonymous words. Thus, the overall ability of the students to establish cohesion in reading was 59.91%. On the whole, the students secured below 60% (first division) mark out of 100%. The students of undertaken study were found seriously in need of improving their awareness towards cohesiveness. Normally students manifest varied skills when they undergo the task of cohesion. So, it is relevant to observe the variation of students ability to establish cohesion in reading. It is quite obvious that students may find it easier to supply cohesion in cohesive ties format test and it might be a bit easier for them to have the understanding of the text and have more proficiency to establish cohesion in reading comprehension. And, it might be a bit more difficult for them to have the understanding of the text and have more proficiency to establish cohesion in reading comprehension on fixed ratio format test because of the lack of vocabulary, grammar, punctuation and so on.

3.6 Ability of the Students on Cohesion in Reading Interms of Cohesive Devices

The ability of the students of different schools in different cohesive devices has been analyzed in this section. The ability gained by the students in different cohesive devices to establish cohesion in reading is analyzed and interpreted in bar diagrams.

Figure No. 1: Students' Ability to Establish Lexical Cohesion in Reading
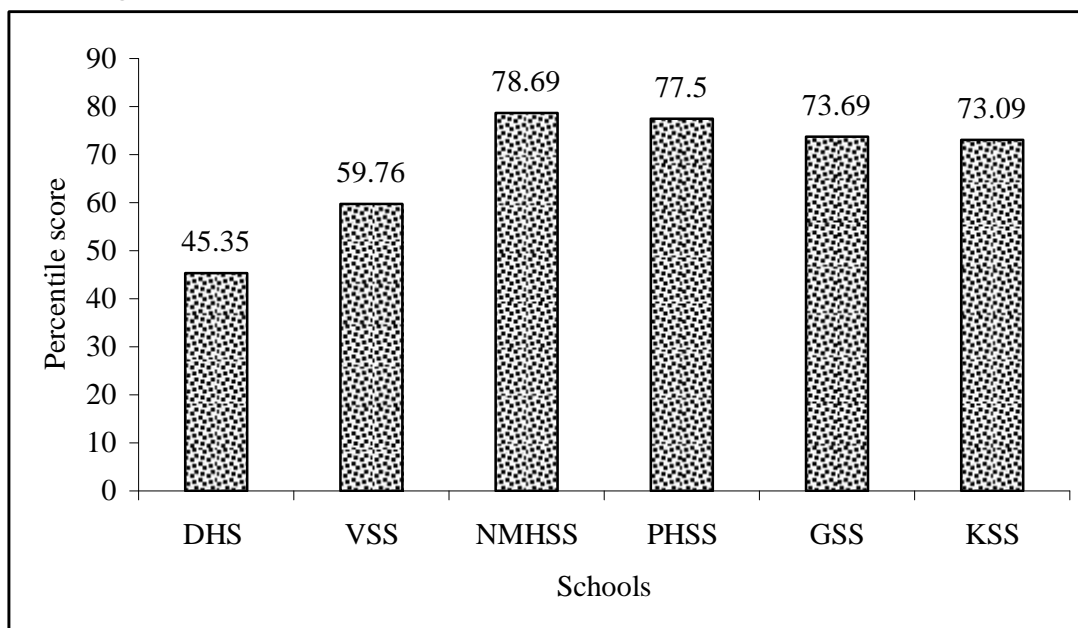
The above figure reflects the ability of the students to establish lexical cohesion in reading of different schools. It shows that the students of NMHSS secured the highest percentage (78.69%) and the students of DHS secured the lowest percentage (45.35%). The order of the abilities to establish lexical Cohesion in reading was NMHSS, PHSS, GSS, KSS, VSS and DHS

This comparison shows that the ability of the students to establish cohesion in reading of DHS and VSS was below the overall average (68.01%) and the students of other schools were above the overall average.

Figure No. 2: Students' Ability to Establish Referential Cohesion in Reading
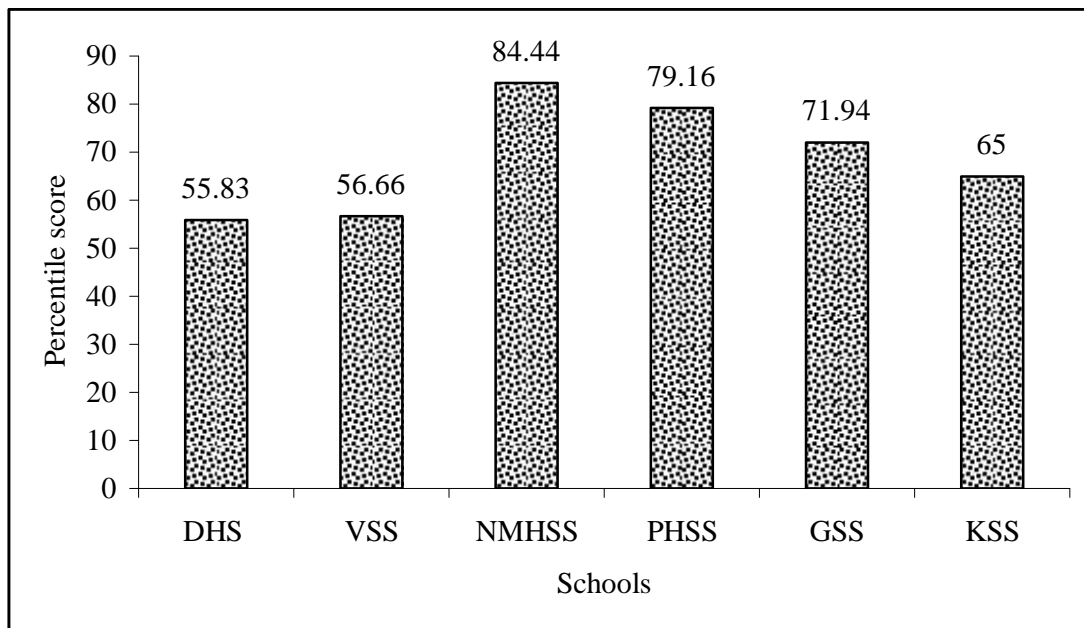
The above figure presents the ability of the students studying in the schools to establish referential cohesion in reading. It shows the fact that the students of NMHSS scored the highest percentage (84.44%) and the students of DHS obtained the lowest percentage (55.83%).The order of the abilities to establish referential cohesion in reading was NMHSS, PHSS, KSS, VSS and DHS.

This comparison shows that the ability of the students to establish referential cohesion in reading of DHS, VSS, and KSS were below the overall average (68.56%) and the students of other schools were above the overall average.

Figure 3: Students Ability to Establish Conjunction in Reading
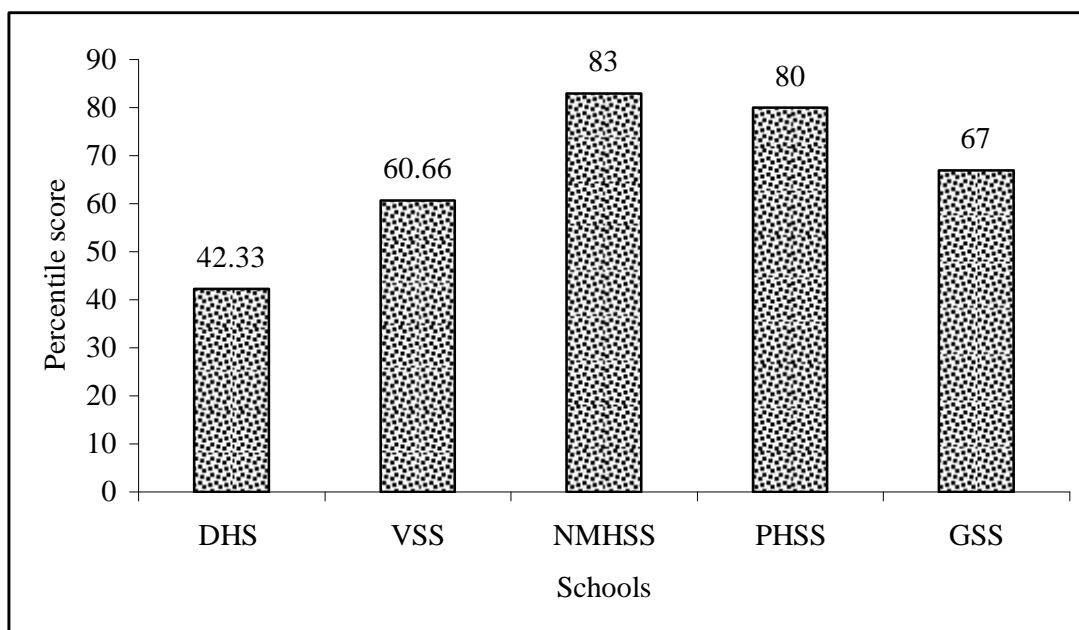
The figure above presents the ability of the students to establish conjunction as a cohesive device in reading. It presents the fact that the students of NMHSS secured the highest percentage (83%) and the students of DHS obtained the lowest percentage (42.33%). The order of the abilities to establish conjunctions in reading was NMHSS, PHS, KSS, GSS, VSS and DHS.

This comparison shows that the abilities of the students to establish conjunction in reading of DHS and VSS were below the overall average (67%) and the abilities of the students of GSS were equal to the overall average. The students of NMHSS (53%), PHS (80%) and KSS (69%) were above the overall average.

CHAPTER-FOUR
FINDINGS AND RECOMMENDATIONS

4.1 Finding of the Study

The major focus of the present study was to find out the ability of the 10th graders to establish cohesion in reading. On the basis of analysis and interpretation, the findings of the study can be stated as follows:

4.1.1 Comparison as a Whole

(i)   On the whole the overall ability of the students to establish cohesion in reading was poor. They obtained the marks less than the first division. Their overall abilities to establish cohesion in reading was 59.91 percentage.

(ii)   The students were more proficient to establish exact words to the key than the acceptable/synonymous words. Their overall abilities to establish cohesion in reading by supplying exact words to the key was 57.51% and by supplying acceptable words was 2.39%.

(iii)   The ability of the students to establish cohesion in reading was found to be more on cohesive ties format than on the fixed ratio format. The ability of the students to establish cohesion in reading was 68.1 percentage on cohesive ties format and 51.81% on fixed ratio format.

4.1.2 Findings Based on Cohesive ties format

i.   While analyzing the responses of the students of the 10th graders of government aided schools, it was found that the students were very good establish cohesion in reading.

ii.   Their overall ability to establish cohesion was found to be 68.01%.

iii.   Among the students of six different schools, the students of DHS (47.26%), VSS (59.9%) were below the average percentile score and the students of NMHSS (80.97%), PHSS (78.4%), KSS (70.33%) and GSS (71.93%) were found to be above the average percentile score.

4.1.3 Findings Based on Fixed Ratio Format

i.   After analyzing the ability of the students in terms of fixed ratio format to establish cohesion in reading, it was found that they were poor to establish cohesion in reading. their overall ability was found to be 51.81%.

ii.   Among them the students of DHS, VSS and GSS were below the average percentile score and the students of NMHSS, DHS and KSS were above the average.

4.1.4 Findings Based on Different Cohesive Devices

(i)   Lexical Cohesion

The students were strong to establish lexical cohesion in reading. The overall average score obtained by them was 68.01%.

The students of DHS and VSS were below the average percentile and the students of NMHK, PHSS, KSS and GHSS were above the average.

(ii)   Reference

The students of all the schools felt comfortable to establish reference in reading. The overall average percentile score they obtained was 68.56%. However, the students of DHS and VSS were below the average.

(iii)   Conjunction

The students are found to be good in establishing conjunctions in reading. The overall average percentile score they obtained was 67 percentage. The students of DHS and VSS were below the average percentile, the students of GSS were equal to the percentile average and the students of NMHSS, PHSS and KSS were above the average.

4.1.5 Comparison School wise

(i)   The students of NMHSS were found more proficient than the students of other schools in establishing cohesion in reading.

(ii)   The students of DHS were found to be very poor in establishing cohesion in reading in all aspects.

(iii)   The students of VSS and DHS were found to be below the average percentile in each aspect of cohesion establishing in reading.

(iv)   The student of PHSS, KSS and GSS were found to be good in establishing cohesion in reading.

4.2   Recommendations

On the basis of the findings from the analysis and interpretation, the researcher has made the following recommendations for pedagogical implications and for further researches:

4.2.1 Recommendations for Pedagogical Implications

(i)   It is found that reading skill is not taught by increasing awareness in cohesiveness at school level. So the students are unable to perform their ideas to establish cohesion in reading. So, while designing the course for them the ideas of cohesiveness in reading should be encouraged.

(ii)   The research findings showed that the students need more practice both in fixed ratio format and cohesive ties format.

(iii)   Students can understand the meaning of the whole text if they know the cohesive ties. So, the job of a language teacher is to raise awareness in learners on the function of cohesiveness in the text through various activities for developing reading comprehension. Without the knowledge of how words, phrases or clauses are formed, students can't grasp the meaning of a reading text and they would have poor cohesiveness in reading comprehension. So, the teachers need to do every possible effort to create good

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rapport with their students. Partly this happens by providing interesting and motivating classes, partly this comes from such things as treating all the students the same and acting upon their hopes and aspirations. Regarding the ability of the students on cohesion in reading, there might be several reasons for being poor, which need to be considered by the concerned teachers in an encouraging way.

(iv) While comparing the students of different schools, the students of DHS and VSS were found very poor both in cohesive ties format and fixed ratio format. So, they need more practice to improve their weaknesses in both the test items.

(v) The findings showed that the students were seriously in need of improving their awareness towards cohesiveness. These students must have suffered from the lack of motivation or sometimes the teachers role too become quite important. In some cases, poor students are not given proper attention by the teacher, as a result they happen to be alienated from the mainstreams. The teacher may not know about the different devices of cohesion and their importance in reading. So, they may not involve the students in classroom activities by creating cohesive ties format/fixed ratio format to establish cohesion in reading. The poor performance might have been shown because of the lack of vocabulary, or grammar. So, it can be stated that a good language teacher should always be aware of his/her teaching and the language. S/he should have

sound knowledge on cohesion and reading skill. He/she should create cohesive ties format test and fixed ratio format test and provide to the students to practice on them, so that they can perform on cohesion and develop better understanding of establishing cohesions in reading.

(v)   The students should be exposed to the English language more, so that they could expand their vocabulary and grammar.

4.2.2 Recommendations for Further Researches

One of the very important and global issues of grammar 'cohesion in reading' can be of no less important for discussion among the linguists, grammarians and curriculum designers in Nepal. So, the researcher has given the following advices to the interested researcher for the topic in question:

(i)   The study can be broaded by carrying out a study in cohesion relating with coherence.

(ii)   This research was limited to three cohesive devices only. It would be desirable for future studies to address the issues of 'cohesion in reading' on the other devices as substitution and ellipsis.

(iii)   The present research is based only on seen passages. It is advisable to carryout further researches on unseen passages/texts.

(iv) This study was limited to only six government aided schools of Kathmandu,. Lalitpur and Bhaktapur districts and only the 10th graders of the schools were selected. It is advisable to carryout further researches taking a larger number of population at different levels and more schools of different types from different parts of country.

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Name of the school: Class:

Name of the student: Sex:

Address: Date:

Q.A. In the given story some cohesive ties are deleted. Read the story carefully and fill in the blanks by using suitable words or phrases guessing from the context.

My son Ryan was a typical 17 years old with a typical teenager's enthusiasm for life. _____(1)_____ played tenis _____2_____ cricket and enjoyed any _____3_____ on TV. Tall and ____4____ with and ever present grin, __5__ had a wonderful sense of _____6_____. About a week before school was due to _____7_____, ____8____ wanted to spend a few days with a friend. We agreed ____9____ , ___10___ him to drive carefully. "Don't ____11____mom" he said smiling, as he packed a bag and grabbed _____12_____ keys. At 3.20 p.m. Ryan lost control of _____13_____ on a bend. Trying to avoid a pole ____14____ spun the ____15____ furiously and the car _____16_____ . Police believed _____17_____ was speeding. Ryan was rushed to a _____18_____ by helicopter. We arrived just as he was being wheeled, unconscious into the ____19____ with ____20____ around his head. We were _____21_____ to a waiting room. ____22____the nightmare began. The first doctor's words were a blur. I heard something about the

_____23_____, ___24___ the need for an immediate ____25____. We waited and waited. Finally a ____26____ appeared. Grim-faced, he shook ___27___ head, "sorry ___28___ is no hope." When I looked at Ryan in intensive care, I thought my heart would break. My beloved, confident, athletic ____29____ was lying motionless on ____30_____. His beautiful eyes were open ___31___, ___32___, staring the celling. We were ___33___, and our hearts were broken. We realized it was __ 34___ to say good bye. Then at 4.00 a.m., nine day's after the ___35 ___, when all was quit with only Gray and me at ___36__ side, our son gently took his ___37___. I know what each youngster thinks; ___ 38___ would never happen to me. I wish ___39___ were ___40___. Each year too many under - 25s die on the road. Speed ___41___ alcohol are not the major causes of ___42____ accidents. Ryan did not ___43__. The real killer is a ___44___ mix of inexperience ____45 ___ over confidence. My message to every ____46___ person is: you are not a competent driver simply ___47___ you have a driver's ____48 __. At 17 you may feel ___49___ will never die. But please remember ___ 50 ____, each week, good, young adults like our son are killed because of simple errors of judgment. You get no second chances.

Q.B In the given story every 4th word is deleted. Read the story carefully and fill in the blanks using suitable words guessing from the context.

The two boys __1__ slowly across the __2__. Suddenly Tej stopped __3__ sat down on __4__ large stone. "It's __5__ use" he said. __6__ can't go any __7__. I am absolutely__8__: Bire looked at __9__ for a minute. "__10__ come on" he said. __11__ not very far __12__. Only three or __13__ miles at the __14__. We can reach __15__. Within three hours

16   we start now. " 17   it's uphill most   18   the way," Tej   19 .
He pointed to   20   path in front of them.   21   went straight up
  22   side of the valley.   23   sat down too.   24   a while two
  25   said nothing. Then   26   pointed to some   27   about half a
  28   ahead. "There's a   29   among those trees,"   30   said. "Perhaps
we   31   spend the night   32 ." "I will go   33   take a look,"
  34   said. He ran   35   the path towards   36   hut and vanished
  37   the trees. Tej   38   him slowly." What   39   it like inside ?"
  40   shouted. Not bad   41   called back, " 42   feels a little   43 .
But there's some   44   in on corner,   45   we can light   46   fire."
They cleaned   47   the hut and   48   a fire. Then   49   had supper.
They 50   both tired and they did not talk much.

APPENDIX-2

KEY:

Exercise No. A

1	he	14	he	27	his	40	so
2	and	15	wheel	28	there	41	and
3	sport	16	somersaulted	29	son	42	these
4	lanky	17	he	30	a bed	43	drink
5	he	18	hospital	31	but	44	deadly
6	humour	19	emergency-room	32	vacant	45	and
7	resume	20	bandages	33	shattered	46	young
8	he	21	ushered	34	time	47	because
9	but	22	Then	35	accident	48	license
10	urged	23	head injury	36	his	49	you
11	worry	24	and	37	Last breadth	50	that
12	the car	25	operation	38	it		
13	the car	26	surgeon	39	it		

Exercise No. B

1	walked	14	most	27	trees	40	he
2	valley	15	there	28	mile	41	Bire
3	and	16	if	29	hut	42	it
4	a	17	but	30	he	43	damp
5	no	18	of	31	can	44	wood
6	I	19	said	32	there	45	so
7	further	20	the	33	and	46	a
8	tired	21	it	34	Bire	47	out
9	him	22	the	35	down	48	lit
10	oh	23	Bire	36	the	49	They
11	it's	24	for	37	among	50	were
12	now	25	boys	38	followed		
13	four	26	Tej	39	is		

Table 1

Ability of the Students of DHS to Establish Cohesion in Reading

S.N.	In cohesive ties format									In fixed ratio format			
	EKW						AW	T		EKW	AW	T	
	LC		RC		CC								
	FM	OM	FM	OM	FM	OM		FM	OM			FM	OM
1	28	18	12	10	10	10	2	50	40	18	2	50	20
2	28	12	12	9	10	4	2	50	27	23	2	50	25
3	28	11	12	9	10	4	1	50	25	14	1	50	15
4	28	6	12	4	10	3	1	50	14	15	3	50	18
5	28	11	12	8	10	1	1	50	21	15	2	50	17
6	28	10	12	5	10	3	-	50	18	27	3	50	30
7	28	11	12	8	10	2	2	50	23	19	1	50	20
8	28	7	12	9	10	4	2	50	22	18	2	50	20
9	28	10	12	5	10	4	1	50	20	23	3	50	26
10	28	15	12	10	10	6	3	50	34	12	1	50	13
11	28	9	12	9	10	5	2	50	25	8	2	50	10
12	28	18	12	8	10	5	2	50	33	19	2	50	21
13	28	14	12	8	10	5	2	50	29	19	3	50	22
14	28	13	12	7	10	5	2	50	27	17	2	50	19
15	28	7	12	3	10	2	-	50	12	21	1	50	22
16	28	14	12	7	10	5	2	50	28	22	2	50	24
17	28	11	12	2	10	2	1	50	16	15	1	50	16
18	28	14	12	7	10	6	1	50	28	7	2	50	9
19	28	17	12	5	10	4	1	50	27	14	3	50	17
20	28	8	12	7	10	6	2	50	23	19	2	50	21
21	28	11	12	8	10	5	2	50	26	15	1	50	16
22	28	7	12	5	10	4	2	50	18	24	3	50	27
23	28	6	12	2	10	4	-	50	12	22	1	50	23
24	28	10	12	6	10	6	1	50	23	19	1	50	20
25	28	14	12	8	10	5	2	50	29	10	2	50	12
26	28	2	12	7	10	2	1	50	12	10	1	50	11
27	28	12	12	7	10	1	2	50	22	23	3	50	26
28	28	21	12	8	10	5		50	34	26	2	50	28
29	28	6	12	2	10	2	-	50	10	26	3	50	29
30	28	14	12	8	10	7	2	50	31	9	1	50	10
		339+42= 381		201		127	42		709	529	58		587
		Mean ($\overline{X}$)		Mean		Mean	Mean		Mean	Mean	Mean		Mean

		$=\dfrac{\phi x}{n}$ $=\dfrac{MPK}{30}$ $=12.7$		$(\overline{X})$ $=\dfrac{\phi x}{n}$ $=\dfrac{201}{30}$ $=6.7$		$(\overline{X})$ $=\dfrac{\phi x}{n}$ $=\dfrac{127}{30}$ $=4.2$	$(\overline{X})$ $=\dfrac{\phi x}{n}$ $=\dfrac{42}{30}$ $=1.4$		$(\overline{X})$ $=\dfrac{\phi x}{n}$ $=\dfrac{709}{30}$ $=23.63$	$(\overline{X})$ $=\dfrac{\phi x}{n}$ $=\dfrac{529}{30}$ $=17.63$	$(\overline{X})$ $=\dfrac{\phi x}{n}$ $=\dfrac{\Xi P}{30}$ $=1.93$		$(\overline{X})$ $=\dfrac{\phi x}{n}$ $=\dfrac{587}{30}$ $=19.56$
		% = 45.35		% = 55.83		% = 42.33	% = 2.8		% = 47.26	% = 35.26	% = 3.86		% = 39.13

Table-2

Ability of the Students of VSS to Establish Cohesion in Reading

S. N.	In cohesive ties format									In fixed ratio format			
	EKW						AW	T		EKW	AW	T	
	LC		RC		CC								
	FM	OM	FM	OM	FM	OM		FM	OM			FM	OM
1	28	22	12	6	10	7	-	50	35	33	-	50	33
2	28	19	12	6	10	5	3	50	33	24	2	50	26
3	28	2	12	7	10	5	1	50	15	20	1	50	21
4	28	15	12	6	10	4	2	50	27	21	2	50	23
5	28	16	12	8	10	5	-	50	29	17	1	50	18
6	28	19	12	8	10	7	1	50	35	21	3	50	24
7	28	12	12	6	10	5	-	50	23	14	2	50	16
8	28	20	12	10	10	6	1	50	37	25	1	50	26
9	28	25	12	6	10	7	1	50	39	26	2	50	28
10	28	21	12	8	10	7	-	50	36	28	2	50	30
11	28	12	12	4	10	5	1	50	22	22	1	50	23
12	28	11	12	5	10	5	1	50	22	17	3	50	20
13	28	19	12	9	10	8	3	50	39	23	1	50	24
14	28	20	12	8	10	7	2	50	37	20	2	50	22
15	28	18	12	7	10	7	1	50	33	21	3	50	24
16	28	19	12	8	10	7	1	50	35	21	2	50	23
17	28	14	12	7	10	6	1	50	28	19	2	50	21
18	28	18	12	6	10	8	1	50	33	24	2	50	26
19	28	19	12	10	10	10	2	50	41	24	1	50	25
20	28	8	12	2	10	2	1	50	13	13	2	50	15
21	28	18	12	7	10	7	1	50	33	21	1	50	22
22	28	13	12	7	10	6	1	50	27	18	3	50	21
23	28	19	12	11	10	10	2	50	42	28	2	50	30
24	28	19	12	10	10	10	2	50	41	29	2	50	31
25	28	10	12	3	10	2	-	50	15	17	2	50	19
26	28	11	12	4	10	4	-	50	19	19	2	50	21
27	28	15	12	5	10	4	-	50	24	19	1	50	20
28	28	13	12	5	10	4	1	50	23	20	2	50	22
29	28	16	12	8	10	6	2	50	32	23	3	50	26
30	28	6	12	7	10	6	1	50	20	22	2	50	24
		469+33= 502		204		182	33		888	649	55		704
		Mean ($\overline{X}$)		Mean		Mean	Mean		Mean	Mean	Mean		Mean

$= \dfrac{\phi x}{n}$ $= \dfrac{502}{30}$ $= 16.73$		$(\overline{X}) = \dfrac{\phi x}{n} = \dfrac{204}{30} = 6.8$		$(\overline{X}) = \dfrac{\phi x}{n} = \dfrac{182}{30} = 6.06$	$(\overline{X}) = \dfrac{\phi x}{n} = \dfrac{33}{30} = 1.1$		$(\overline{X}) = \dfrac{\phi x}{n} = \dfrac{888}{30} = 29.6$	$(\overline{X}) = \dfrac{\phi x}{n} = \dfrac{649}{30} = 21.63$	$(\overline{X}) = \dfrac{\phi x}{n} = \dfrac{\Xi\Xi}{30} = 1.83$		$(\overline{X}) = \dfrac{\phi x}{n} = \dfrac{704}{30} = 23.46$
% = 59.76		% = 56.66		% = 60.66	% = 2.2		% = 59.9	% = 43.26	% = 3.66		% = 46.93

Table-3

Ability of the Students of NMHSS to Establish Cohesion in Reading

S.N.	In cohesive ties format									In fixed ratio format			
	EKW												
	LC		RC		CC		AW	T		EKW	AW	T	
	FM	OM	FM	OM	FM	OM		FM	OM			FM	OM
1	28	22	12	11	10	9	-	50	42	37	2	50	39
2	28	25	12	12	10	9	-	50	46	29	1	50	30
3	28	25	12	12	10	10	-	50	47	35	3	50	38
4	28	25	12	12	10	9	-	50	46	34	1	50	35
5	28	26	12	12	10	7	-	50	45	31	3	50	34
6	28	28	12	8	10	8	-	50	44	36	-	50	36
7	28	13	12	10	10	8	-	50	31	28	2	50	30
8	28	17	12	6	10	5	-	50	28	25	-	50	25
9	28	5	12	4	10	7	-	50	16	24	2	50	26
10	28	25	12	11	10	7	-	50	43	22	-	50	22
11	28	19	12	9	10	4	-	50	32	28	3	50	31
12	28	21	12	10	10	9	-	50	40	25	-	50	25
13	28	21	12	7	10	7	-	50	35	24	3	50	27
14	28	28	12	12	10	10	-	50	50	23	2	50	25
15	28	27	12	12	10	10	-	50	49	37	1	50	38
16	28	17	12	5	10	7	-	50	29	30	-	50	30
17	28	13	12	10	10	8	-	50	31	23	2	50	25
18	28	23	12	11	10	6	-	50	40	28	1	50	29
19	28	18	12	11	10	9	-	50	38	28	-	50	28
20	28	22	12	11	10	9	-	50	42	33	2	50	35
21	28	22	12	11	10	10	-	50	43	35	1	50	36
22	28	27	12	12	10	10	-	50	49	35	-	50	35
23	28	28	12	11	10	10	-	50	49	37	-	50	37
24	28	28	12	12	10	10	-	50	50	27	3	50	30
25	28	26	12	11	10	8	-	50	45	31	-	50	31
26	28	26	12	12	10	10	-	50	48	20	1	50	21
27	28	23	12	10	10	9	-	50	42	16	2	50	18
28	28	17	12	8	10	7	-	50	32	23	-	50	23
29	28	25	12	10	10	9	-	50	44	19	2	50	21
30	28	19	12	11	10	8	-	50	38	30	1	50	31
		661		304		249			1214	853	38		891
		Mean $(\overline{X})$		Mean $(\overline{X})$		Mean $(\overline{X})$			Mean $(\overline{X})$	Mean $(\overline{X})$	Mean $(\overline{X})$		Mean $(\overline{X})$

		$=\dfrac{\phi x}{n}$ $=\dfrac{661}{30}$ $=22.03$		$=\dfrac{\phi x}{n}$ $=\dfrac{304}{30}$ $=10.13$		$=\dfrac{\phi x}{n}$ $=\dfrac{249}{30}$ $=8.3$			$=\dfrac{\phi x}{n}$ $=\dfrac{1214}{30}$ $=40.46$	$=\dfrac{\phi x}{n}$ $=\dfrac{853}{30}$ $=28.43$	$=\dfrac{\phi x}{n}$ $=\dfrac{MP}{30}$ $=1.26$		$=\dfrac{\phi x}{n}$ $=\dfrac{891}{30}$ $=29.7$
		% = 78.69		% = 84.44		% = 83	—		% = 80.93	% = 56.86	% = 2.53		% = 59.4

Table-4

Ability of the Students of PHSS to Establish Cohesion in Reading

S.N.	In cohesive ties format									In fixed ratio format			
	EKW						AW	T		EKW	AW	T	
	LC		RC		CC								
	FM	OM	FM	OM	FM	OM		FM	OM			FM	OM
1	28	18	12	9	10	8	2	50	37	33	-	50	33
2	28	18	12	9	10	8	3	50	38	31	1	50	32
3	28	18	12	9	10	3	1	50	31	29	2	50	31
4	28	17	12	5	10	7	-	50	29	29	1	50	30
5	28	20	12	10	10	8	2	50	40	32	2	50	34
6	28	22	12	10	10	8	1	50	41	31	-	50	31
7	28	15	12	8	10	8	2	50	33	27	3	50	30
8	28	17	12	8	10	5	1	50	31	26	-	50	26
9	28	23	12	9	10	6	-	50	38	21	2	50	23
10	28	15	12	6	10	8	1	50	30	22	-	50	22
11	28	17	12	8	10	5	1	50	31	22	1	50	23
12	28	16	12	8	10	6	1	50	31	30	1	50	31
13	28	23	12	9	10	6	-	50	38	18	2	50	20
14	28	23	12	9	10	10	-	50	42	30	-	50	30
15	28	20	12	10	10	8	-	50	38	30	-	50	30
16	28	22	12	10	10	10	1	50	43	32	2	50	34
17	28	22	12	10	10	8	2	50	42	35	2	50	37
18	28	22	12	10	10	8	1	50	41	29	1	50	30
19	28	28	12	12	10	10	-	50	50	33	3	50	36
20	28	23	12	10	10	10	1	50	44	30	-	50	30
21	28	28	12	12	10	10	-	50	50	32	2	50	34
22	28	22	12	10	10	10	1	50	43	30	-	50	30
23	28	22	12	10	10	8	1	50	41	28	1	50	29
24	28	26	12	12	10	10	-	50	48	34	2	50	36
25	28	22	12	10	10	8	-	50	40	26	-	50	26
26	28	13	12	8	10	7	-	50	28	25	3	50	28
27	28	22	12	10	10	8	-	50	40	23	2	50	25
28	28	21	12	10	10	9	-	50	40	17	1	50	18
29	28	26	12	12	10	10	-	50	48	33	3	50	36
30	28	28	12	12	10	10	-	50	50	28	2	50	30
		629+22= 651		285		240	22		1176	846	39		885
		Mean ($\overline{X}$)		Mean		Mean	Mean		Mean	Mean	Mean		Mean

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$= \dfrac{\phi x}{n}$ $= \dfrac{651}{30}$ $= 21.7$		$(\overline{X})$ $=$ $\dfrac{\phi x}{n}$ $=$ $\dfrac{285}{30}$ $=$ 9.5		$(\overline{X})$ $=$ $\dfrac{\phi x}{n}$ $=$ $\dfrac{240}{30}$ $= 8$	$(\overline{X})$ $=$ $\dfrac{\phi x}{n}$ $=$ $\dfrac{22}{30}$ $=$ 0.73		$(\overline{X})$ $=$ $\dfrac{\phi x}{n}$ $=$ **Erro** $=$ 39.2	$(\overline{X})$ $=$ $\dfrac{\phi x}{n}$ $=$ $\dfrac{846}{30}$ $=$ 28.2	$(\overline{X})$ $=$ $\dfrac{\phi x}{n}$ $=$ $\dfrac{M\Sigma}{30}$ $=$ 1.3		$(\overline{X})$ $=$ $\dfrac{\phi x}{n}$ $=$ $\dfrac{885}{30}$ $=$ 29.5
	% = 77.5	% = 79.16		% = 80	% = 1.46		% = 78.4	% = 56.4	% = 2.6		% = 59

Table-5

Ability of the Students of GSS to Establish Cohesion in Reading

S.N.	In cohesive ties format									In fixed ratio format			
	EKW							T				T	
	LC		RC		CC					EKW	AW		
	FM	OM	FM	OM	FM	OM	AW	FM	OM			FM	OM
1	28	17	12	8	10	4	1	50	30	30	1	50	31
2	28	21	12	10	10	7	2	50	40	26	2	50	28
3	28	23	12	9	10	9	1	50	42	22	-	50	22
4	28	19	12	8	10	10	2	50	39	20	1	50	21
5	28	20	12	8	10	6	2	50	36	22	-	50	22
6	28	17	12	7	10	6	2	50	32	23	2	50	25
7	28	22	12	9	10	9	2	50	42	22	3	50	25
8	28	18	12	8	10	7	2	50	35	28	-	50	28
9	28	19	12	10	10	6	2	50	37	28	1	50	29
10	28	17	12	11	10	5	1	50	34	21	1	50	22
11	28	20	12	9	10	8	1	50	38	31	-	50	31
12	28	24	12	9	10	10	1	50	44	25	2	50	27
13	28	24	12	10	10	10	-	50	44	30	-	50	30
14	28	20	12	7	10	4	-	50	31	23	3	50	26
15	28	19	12	10	10	6	1	50	36	29	2	50	31
16	28	21	12	10	10	5	1	50	37	25	-	50	25
17	28	16	12	9	10	6	2	50	33	23	-	50	23
18	28	20	12	6	10	6	-	50	32	20	-	50	20
19	28	20	12	9	10	6	1	50	36	18	3	50	21
20	28	11	12	8	10	6	-	50	25	25	3	50	28
21	28	22	12	7	10	7	2	50	38	26	-	50	26
22	28	18	12	8	10	7	1	50	34	23	-	50	23
23	28	16	12	7	10	7	2	50	32	23	-	50	23
24	28	17	12	6	10	5	1	50	29	23	1	50	24
25	28	18	12	8	10	5	3	50	34	25	-	50	25
26	28	21	12	10	10	8	2	50	41	23	1	50	24
27	28	19	12	10	10	8	2	50	39	22	1	50	23
28	28	22	12	10	10	6	2	50	40	29	-	50	29
29	28	16	12	9	10	5	3	50	33	28	2	50	30
30	28	18	12	9	10	7	2	50	36	30	3	50	33
		575+44= 619		259		201	44		1079	743	32		775
		Mean ($\overline{X}$)		Mean		Mean	Mean		Mean	Mean	Mean		Mean

137

		$= \dfrac{\phi x}{n}$ $= \dfrac{619}{30}$ $= 20.63$		$(\overline{X})$ $= \dfrac{\phi x}{n}$ $= \dfrac{259}{30}$ $= 8.63$		$(\overline{X})$ $= \dfrac{\phi x}{n}$ $= \dfrac{201}{30}$ $= 6.7$	$(\overline{X})$ $= \dfrac{\phi x}{n}$ $= \dfrac{44}{30}$ $= 1.46$		$(\overline{X})$ $= \dfrac{\phi x}{n}$ $=$ **Erro** $= 35.96$	$(\overline{X})$ $= \dfrac{\phi x}{n}$ $= \dfrac{743}{30}$ $= 24.76$	$(\overline{X})$ $= \dfrac{\phi x}{n}$ $= \dfrac{M}{30}$ $= 1.06$		$(\overline{X})$ $= \dfrac{\phi x}{n}$ $= \dfrac{775}{30}$ $= 25.83$
		% = 73.69		% = 71.94		% = 67	% = 2.93		% = 71.93	% = 49.53	% = 21.13		% = 51.66

Table-6

Ability of the Students of KSS to Establish Cohesion in Reading

S.N.	In cohesive ties format												In fixed ratio format			
	EKW															
	LC		RC		CC				T						T	
	FM	OM	FM	OM	FM	OM	AW	FM	OM	EKW	AW		FM	OM
1	28	20	12	8	10	7	1	50	36	27	1	50	28
2	28	19	12	6	10	7	2	50	34	33	1	50	34
3	28	16	12	9	10	7	-	50	32	21	3	50	24
4	28	25	12	9	10	9	1	50	44	21	-	50	21
5	28	19	12	6	10	8	2	50	35	22	1	50	23
6	28	17	12	9	10	7	2	50	35	26	-	50	26
7	28	19	12	7	10	5	1	50	32	23	3	50	26
8	28	22	12	10	10	6	1	50	39	27	1	50	28
9	28	21	12	9	10	7	-	50	37	28	1	50	29
10	28	19	12	10	10	7	-	50	36	22	1	50	23
11	28	24	12	10	10	10	1	50	45	31	-	50	31
12	28	22	12	9	10	7	1	50	39	25	2	50	27
13	28	21	12	8	10	6	-	50	35	31	1	50	32
14	28	19	12	6	10	6	1	50	32	28	2	50	30
15	28	15	12	4	10	7	2	50	28	32	-	50	32
16	28	18	12	6	10	6	2	50	32	28	1	50	29
17	28	16	12	6	10	6	2	50	30	23	-	50	23
18	28	17	12	8	10	8	1	50	34	21	3	50	24
19	28	18	12	7	10	8	1	50	34	25	-	50	25
20	28	18	12	5	10	7	2	50	32	22	1	50	23
21	28	21	12	8	10	6	-	50	35	20	1	50	21
22	28	19	12	8	10	7	-	50	34	29	-	50	29
23	28	16	12	6	10	7	2	50	31	26	2	50	28
24	28	19	12	8	10	8	2	50	37	25	1	50	26
25	28	18	12	8	10	7	2	50	35	23	-	50	23
26	28	22	12	10	10	6	-	50	38	29	1	50	30
27	28	18	12	8	10	6	-	50	32	31	3	50	34
28	28	20	12	9	10	6	2	50	37	32	1	50	33
29	28	23	12	8	10	6	2	50	39	25	2	50	27
30	28	19	12	9	10	7	1	50	36	31	1	50	32
		580+34= 614		234		207	34		1055	787	34		821
		Mean ($\overline{X}$)		Mean		Mean	Mean		Mean	Mean	Mean		Mean

	$= \dfrac{\phi x}{n}$ $= \dfrac{614}{30}$ $= 20.46$		$(\overline{X})$ $= \dfrac{\phi x}{n}$ $= \dfrac{234}{30}$ $= 7.8$		$(\overline{X})$ $= \dfrac{\phi x}{n}$ $= \dfrac{207}{30}$ $= 6.9$	$(\overline{X})$ $= \dfrac{\phi x}{n}$ $= \dfrac{34}{30}$ $= 10.13$		$(\overline{X})$ $= \dfrac{\phi x}{n}$ $=$ **Err**o $= 35.16$	$(\overline{X})$ $= \dfrac{\phi x}{n}$ $= \dfrac{787}{30}$ $= 26.23$	$(\overline{X})$ $= \dfrac{\phi x}{n}$ $= \dfrac{MN}{30}$ $= 1.3$		$(\overline{X})$ $= \dfrac{\phi x}{n}$ $= \dfrac{821}{30}$ $= 27.36$
	% = 73.09		% = 65		% = 69	% = 2.26		% = 70.33	% = 52.46	% = 2.26		% = 54.73

APPENDIX-3
TABLES

APPENDIX-4
SAMPLE
ANSWERSHEETS